

## First 5 Power of Preschool Demonstration Projects Questions and Answers – January 2006

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### Acronyms

○ ABCD	ABCD Constructing Connections (ECE facilities)
○ API	Academic Performance Index
○ CARES	Comprehensive Approaches to Raising Educational Standards
○ CCFC	California Children and Families Commission
○ CCR	Coordinated Compliance Review
○ CDE	California Department of Education
○ DRDP	Desired Results Developmental Profile
○ ECE	Early Care and Education
○ ERS	Environment Rating Scale (e.g., ECERS, FDCRS)
○ FCCH	Family Child Care Home(s)
○ IA	Interagency Agreement
○ KEP	Kindergarten Entry Profile
○ LEA	Local Educational Agency
○ MOU	Memorandum of Understanding
○ NAEYC	National Association for the Education of Young Children
○ NAFCC	National Association for Family Child Care
○ NEGP	National Education Goals Panel
○ PEDS	Proposition 10 Evaluation Data System
○ POP	Power of Preschool ( <a href="http://www.powerofpreschool.com">www.powerofpreschool.com</a> )
○ RFA	Request for Applications
○ RFF	Request for Funds
○ SNP	First 5 Special Needs Project
○ SR	School Readiness
○ TA	Technical Assistance

## **Funding**

1. **RFA page 12, 'A': Eligibility for Funding, #4: One application will typically involve programs at several quality levels and reimbursement levels, right?**

A: Correct.

2. **Because the payment schedule will be reimbursement, is one of the payments going to be disbursed at the beginning of the project, or are there funds available to get the project going? What, more specifically, does "as frequently as twice a year" (RFA page 13) mean, in terms of when funds would be disbursed?**

A: Since the First 5 CCFC funds contribute to preschool spaces, funds would be sent as reimbursement when documentation of services provided during the previous fiscal year is received. Since some programs will receive additional funding for a level of First 5 Quality Criteria that is already being achieved (e.g., entry-level criteria), the pooling of resources is recommended to cover costs for the Preschool Demonstration Project system. Page 9 of the RFA (Section D.2) states:

"...First 5 CCFC reimbursement may be used to contribute to providers' salaries and the costs of a Preschool Demonstration Project "system of quality improvements" as the Preschool Demonstration Project ramps up to system-wide full access to high quality preschool spaces. Some publicly funded programs may meet entry-level requirements for First 5 Preschool Demonstration Project minimum reimbursement. The First 5 CCFC contribution could be pooled to support preschool service and quality improvement costs for the Preschool Demonstration Project."

First 5 CCFC anticipates providing one reimbursement during fiscal year 2005-2006 (November 1, 2005 - June 30, 2006), and one or two reimbursements during the remaining fiscal years of the Preschool Demonstration Projects.

3. **RFA page 9, item D.2 – Please discuss this further. It would be helpful to give a couple of examples of what choices could be made for the use of these funds. Please explain the reference to "pooled" contributions.**

A: Examples of use for these funds may include teacher salary and benefits increases to reflect higher education levels, evaluation, and monitoring costs for improved and new Preschool Demonstration Project programs.

4. **Under what circumstances might funds be withheld while state policies are being resolved (RFA page 14, item D.5)? What types of policies? What should local County Commissions and intermediaries do in response to their subcontracted classrooms that will be serving children during this period of withholding? Could this result in un-reimbursed expenses to a local County Commission acting in good faith while waiting for state policy decisions to occur?**

A: Since the First 5 Preschool Demonstration Projects are working in new areas, some issues cannot be foreseen. The issues would be resolved and communicated as quickly as possible, similar to the process used in communicating the legal opinion that did not allow First 5 CCFC funds to be used for capital expenditures.

**5. Although we will propose our own budgets, is it expected that First 5 CCFC funding will increase over the five years to include cost-of-living?**

A: "Available Funding" (Section II.C.2.d) in the RFA, page 13, states:

"The contribution level is set for the duration of the First 5 Preschool Demonstration Projects and will not include cost of living adjustments."

It is up to the County Commission to provide any needed cost-of-living adjustments in the Preschool Demonstration Project budget when the application is submitted. In the Preschool Demonstration Project Toolkit, which is available on the First 5 CCFC website: <http://www.cafc.ca.gov/PFA.htm>, a method is provided to adjust for inflation (2.5 percent per year), based on information from the Congressional Budget Office.

**6. Please clarify the expected uses for the \$10M to support quality improvements for the First 5 Preschool Demonstration Projects such as providing incentives for workforce development, administration and monitoring, training and technical assistance, and evaluation (with County match). Will these funds be used for incentives, administration, monitoring, etc., support that goes directly to the counties, or will it fund parallel statewide efforts?**

A: The last paragraph under "Funding" on page 9 of the RFA states:

"Approximately \$1M of the First 5 CCFC approval of \$10M for quality enhancements has been allocated for technical assistance for counties at varying stages of planning and implementing preschool. In addition, on October 20, 2005, the First 5 CCFC Commission allocated up to \$3 million total over 5 years for technical assistance from the quality set-aside of \$10 million. A proposal will be developed with the First 5 County Commissions participating as Preschool Demonstration Projects and with partners such as the California Department of Education and the Packard Foundation. Allocation of the remaining \$6M will be determined through input from the selected Preschool Demonstration Projects and First 5 CCFC. Possible investments include evaluation, monitoring, technical assistance, workforce development, and Project start-up costs."

These activities will develop statewide quality improvement processes and systems, plus some funds may be made available for targeted funding and special projects in selected communities. In that case, counties may be asked to provide local match if they wish to participate. However, these activities would be in addition to, not instead of, the local administration, monitoring and evaluation activities directly connected to the Preschool Demonstration Projects.

## **Evaluation**

### **7. Please provide additional information concerning evaluation of First 5 Preschool Demonstration Projects.**

A: Please refer to pages 9-11, in addition to Attachment B, of the RFA for information concerning evaluation of Preschool Demonstration Projects. Please note the following highlights of the proposed Preschool Demonstration Project evaluation:

1. The RFA provides the **framework** and questions (process and outcome) for evaluation of Preschool Demonstration Projects.
2. Statewide evaluation of Preschool Demonstration Projects will be included in the First 5 CCFC Evaluation Contract to be awarded early next year.
3. First 5 CCFC will **collaborate** with First 5 Preschool Demonstration Projects, other interested First 5 County Commissions, the California Department of Education, and preschool partners to design an evaluation process for that is integrated with the First 5 statewide evaluation system and can also address local program improvement and program effectiveness questions.
4. The **evaluation design** is being planned now and input will be collected through next year. Evaluation of the process questions, in addition to accountability data, will occur in the first years of the project, with evaluation of the outcome questions to follow in later years. The First 5 Preschool Demonstration Project evaluation design will build on the draft evaluation redesign framework presented at the May 2005 State Commission meeting. A PowerPoint is available on the website of the First 5 Association of California under "Committees and Workgroups – Evaluation":  
<http://www.f5ac.org/item.asp?id=2386>
5. **Potential data sources** include the CDE Desired Results system, the Kindergarten Entry Profile, and standardized tests and other available data from early elementary school. There are multiple components to the evaluation.
6. First 5 CCFC is committed to a **longitudinal study** of the First 5 Preschool Demonstration Projects in collaboration with First 5 County Commissions and partners. First 5 CCFC anticipates funding the longitudinal study.
7. First 5 Preschool Demonstration Projects will need to obtain **confidentiality consent forms** (First 5 CCFC example is available), and agree to share Preschool Demonstration Project data with First 5 CCFC and its designees.
8. First 5 Preschool Demonstration Projects will participate in the First 5 statewide evaluation, **use PEDS** (or First 5 CCFC approved system that links directly to PEDS), including the Special Needs Project module adapted for Preschool Demonstration Projects. **Sampling** will be used to collect disaggregated data, including demographics, for evaluation of Preschool Demonstration Projects.
9. Preschool Demonstration Projects may elect to customize and locally fund additional data collection at the local level to evaluate specific program criteria beyond the state evaluation framework and design.

- 8. In the RFA (page 9), it states that Demonstration Projects will use PEDS or a First 5 CCFC approved system that links directly to PEDS. Does this mean that counties can use their own locally developed data systems to track administrative data, as long as it is exportable to PEDS? If so, how do we know if our system is a "First 5 CCFC approved system"? Do we get approval for our own system prior to the application process or would you negotiate this with selected counties after Demonstration Projects are awarded?**

A: It is important for a county to know if their current system is exportable to PEDS and CCFC approved prior to submitting an application for review. The use of PEDS (or a First 5 CCFC approved system that links directly to PEDS) is not a negotiable requirement. If a county system has previously not been approved by CCFC as being exportable to PEDS, please contact the CCFC Research Department with the specifics of your evaluation system.

- 9. Please address the difficulty some counties have experienced interfacing with PEDS because they use Macintosh computers, as does most of the K-12 system for data collection.**

A: Successfully linking with the K-12 system is an issue that will need additional discussion and resolution in order for Preschool Demonstration Projects to be successful, especially for purposes of transition activities and a longitudinal study.

- 10. Although data may be required to be collected at the client level, would First 5 California accept county reports at the aggregate level instead of disaggregated?**

A: No. Data needs to be reported at a disaggregated level.

- 11. Given that the CDE's revision to the Desired Results System (DRDP in particular) is still ongoing and the revised DRDP will not be available until 2006, what will Preschool Demonstration Project programs be required to collect in the interim?**

A: Preschool Demonstration Project programs will need to use the current DRDP that is available, in addition to other data collection requirements. The phase-in and staff training for the Desired Results System needs to be addressed in the Preschool Demonstration Project application.

- 12. Will Demonstration Projects participate in the CDE Desired Results System, or rather complete the components of the CDE Desired Results System, without necessarily reporting these results to CDE?**

A: If a provider is CDE funded, all components of the Desired Results System must be annually reported, as current practice should reflect. Providers not receiving CDE funds will participate in the Desired Results System, but not report findings to CDE. The First 5 Preschool Demonstration Projects provide Desired Results data through the First 5 evaluation system.

- 13. Is it a requirement that the KEP (and other evaluation tools) be administered on all children served by the Preschool Demonstration Project?**

A: The extent to which data is collected for every participating child will depend on the number of four year-olds served by the Preschool Demonstration Project (as close to 1000 four year-olds as possible). A large enough sample needs to be

collected that is statistically valid, and will be determined when the Preschool Demonstration Projects are selected.

**14. If the Preschool Demonstration Project evaluation plan seeks to acquire data from children's IEP, how will consent be acquired? How will concerns about confidentiality be addressed?**

A: Demonstration Projects, as stated on page 9 of the RFA, must "... obtain confidentiality consent forms using First 5 standardized language for participants ..." Sample consent forms used for the Special Needs Project evaluation module, in addition to the First 5 State evaluation, will be provided.

**15. Will confidentiality consent forms be required of all children served in the Preschool Demonstration Project system? Or will only a sample of children be required to obtain confidentiality consent forms, as sampling is the proposed method for evaluation, consistent with the proposed First 5 evaluation framework?**

A: First 5 CCFC requests that the parents of all children participating in the Preschool Demonstration Project receive information about confidentiality consent forms for the purposes of their child's possible inclusion in the evaluation of Preschool Demonstration Projects, including a longitudinal study. Parents will need to either provide consent or not provide consent, as discussed in Question #16 below. It will be important for providers to communicate to parents the purpose of this demonstration project: to serve as a model preschool program, in an effort to encourage policy that supports free, voluntary, quality preschool programs for all four year-olds statewide.

**16. What if the county cannot gain parental consent for participation in PEDS?**

A: Parental consent is required for a participant's data to be shared in PEDS. If every effort is made to explain and obtain parental consent, and yet the parent chooses to not provide consent, the parent's choice must be respected and the child's data not recorded for use in PEDS. A parent's choice concerning the confidentiality consent form shall not serve as a barrier to the participation of the child in the Preschool Demonstration Project, if the child otherwise qualifies for services by living in the target area served by the Preschool Demonstration Project system.

**17. What is the Special Needs Project evaluation module that will be adapted for Preschool Demonstration Projects? Where can one find the SNP module?**

A: The SNP evaluation module is linked to the SNP website:

<http://www.first5caspecialneeds.org/>

Future modifications may be made to the module based on feedback and lessons learned from sites that are currently implementing the tool.

**18. How will the Preschool Demonstration Project evaluation design be integrated with counties' existing evaluation approaches and efforts since some local preschool evaluation designs may be completed before the evaluation design is finalized? For example:**

- Los Angeles plans to have the LAUP evaluation plan completed December 2005
- San Mateo and San Francisco Counties will use the School Readiness Observation and Assessment Tool (SROAT) to address research questions #1 and #2 on page 8-

**9 of the RFA. The SROAT is a validated, comprehensive school readiness assessment instrument that measures all NEGP school readiness areas and is also used by Santa Clara County. Will First 5 California require SMC to use the MDRDP/KEP or another instrument in addition to the SROAT or can we continue to use the SROAT to address research questions #1 and #2?**

A: Acknowledging the work that is currently being developed at the local level will be important during the collaborative development of the Preschool Demonstration Project evaluation design. As stated in the RFA under “Expected Project Outcomes and Evaluation” (page 9):

“First 5 CCFC will collaborate with First 5 Preschool Demonstration Projects, other interested First 5 County Commissions, the California Department of Education, and partners to design an evaluation process for Preschool Demonstration Projects that is integrated with the First 5 statewide evaluation system and can also address local program improvement and program effectiveness questions.”

First 5 CCFC is developing a process to facilitate communication and networking between County Commissions developing Preschool Demonstration Project evaluation designs and the State Commission. It will be necessary for data collected to be comparable and interchangeable across systems.

**19. Do the “reduced special education referrals” in the child and family outcomes included in the DRAFT “Evaluation Questions and Potential Data Sources for First 5 Preschool Demonstration Projects,” mean Kindergarten referrals, i.e., that children will have been assessed and begin services prior to kindergarten?**

A: Yes. The plan is that early screening, assessment, and intervention in the preschool period will reduce the need for placements in special education once children enter kindergarten. Early screening, assessment and intervention services for all preschool children are included in Criterion #4 for the First 5 Preschool Demonstration Projects. Refer also to Attachment B: “Evaluation Questions and Potential Data Sources for First 5 Preschool Demonstration Projects (DRAFT)” on pages 50-51 of the RFA. “Intervention Services” in this context includes services provided by the Preschool Demonstration Project provider or formal partner to support children with special needs, whether or not the children are eligible for mandated services under IDEA.

## **Program and Quality Criteria**

**20. On Page 12, Section B (Review Process), the RFA states that “...if the application as a whole demonstrates substantial compliance with the “Review Criteria” and full compliance with minimum criteria, will be eligible for financial contribution from First 5 CCFC ...” However, on page 13, Decision Point 2 states “Your Preschool Demonstration Project application substantially meets the “Review Criteria” and is approved. First 5 CCFC financial contribution is not available at this time.” The first statement suggests that an application might receive a financial contribution if it substantially meets the criteria. The second statement suggests substantial compliance would not be sufficient to obtain a financial contribution. Please clarify.**

A: Depending on the number of applications received, Preschool Demonstration Projects will be awarded based on an applicant’s ability to meet the RFA’s Review Criteria, specifically the 14 Quality Criteria. Additionally, First 5 CCFC is committed to having Demonstration Projects that represent the state’s linguistic, cultural, and geographic diversity. If the number of qualified applications received exceeds available First 5 CCFC funding, it is possible that not all proposed Preschool Demonstration Projects, although “substantially meeting the Review Criteria,” will be awarded First 5 CCFC reimbursement. First 5 CCFC, however, supports the development of a statewide Preschool Demonstration Project network that serves to further implement the vision of high quality preschool experiences for all four year-olds. In addition, technical assistance is available to more counties than will receive First 5 CCFC funding (page 13, RFA).

**21. Page 13, C. 6: “Preschool Demonstration Projects will be required to fully participate during the 5-year project.” Could you clarify what this would mean if the ballot initiative passes? Would people still be obligated to spend the same amount of money, even if they shifted to three year-olds or to workforce development? In other words, please clarify what is meant by “fully participate” since elsewhere the RFA indicates that people could change activities if there is additional statewide funding.**

A: Preschool Demonstration Projects need to have a plan that demonstrates a funding commitment for at least five years with the understanding that First 5 funding (state and local) may change if significant public funding becomes available.

**22. Must all Preschool Demonstration Project program providers be licensed, or may a legally licensed-exempt center-based program be allowed to operate as long as they comply with health and safety regulations as specified in Title 22?**

A: All Preschool Demonstration Project program providers must be licensed by Title 5 and Title 22 to participate.



**23. Referencing RFA pages 52-53: Criteria that programs comply with Title 22 California Code of Regulations (Subchapter 2, Article 1, Section 18020) licensing requirements, which of these requirements apply to non-CDE funded Preschool Demonstration Project programs?**

A: All Preschool Demonstration Project programs, regardless of funding received from CDE, must meet requirements of Title 5 and Title 22 licensure. Attachment C on page 52 of the RFA summarizes several pertinent areas with which all Preschool Demonstration Project providers must comply. The third row down: "Compliance with Title 22 California Code of Regulations. (Subchapter 2, Article 1, Section 18020)" may be misleading in referencing license-exempt providers. As stated in Question #22, all Preschool Demonstration Project providers must be licensed by both Title 5 and Title 22.

**24. If an interested provider in the Preschool Demonstration Project system already meets entry-level criteria, does a contract need to be in place with them and the administering entity from the beginning?**

A: Yes. It is important for all Preschool Demonstration Project providers that meet entry-level Quality Criteria (or higher) to be contracted from the onset of the Preschool Demonstration Project. This contract serves to encourage the professional development of the provider to move along the continuum toward First 5 Quality Criteria. Furthermore, having a contract in place from the beginning clarifies the Preschool Demonstration Project provider's responsibilities concerning purposes of the Preschool Demonstration Project, including quality criteria and data collection for the purposes of evaluation and First 5 CCFC reimbursement.

**25. Please clarify First 5 Quality Criterion #2: "Coordinate Accessible and High Quality Facilities through expansion and upgrades so all four year-olds in the designated district(s), city, or county have access to preschool." Is the grantee obligated to "coordinate facilities" beyond the scope of the Preschool Demonstration Project?**

A: Facilities need to be accessible for the projected number of four year-olds, according to local needs assessments, who will participate in a preschool program in the selected school district(s), city or county, up to 100 percent. Coordination of facilities by the Preschool Demonstration Project includes participation in identifying resources and planning for facilities development through a variety of funding streams. Referencing Expanded Criterion #2 (Page 42):  
 "Assess, analyze, and develop plans that maximize unused capacity within current public and private preschool programs/facilities district or citywide or countywide; and coordinate planning for the development, upgrading, and expansion of preschool facilities, using bond measures, the ABCD/Packard Partnership, LEA and Head Start and other ECE funding for facilities, local funds, and other opportunities."

**26. Please clarify First 5 Quality Criteria #8 and #11. What is expected of County Commissions regarding policy and fiscal 'commitments' for the Preschool Demonstration Projects?**

A: First 5 will be looking for policy commitments that document the locality's commitment to system-wide implementation – that is, either throughout an entire school district (or districts), or an entire city, or an entire county. First 5 will also be

looking for current and future fiscal commitment not only from the Commission but also from the school districts and/or city and county officials to make this system-wide implementation possible. The First 5 CCFC funds are not intended, and are not sufficient, to support the full implementation of quality preschool in the Preschool Demonstration Project system; rather they are intended to be a contribution toward the cost of creating the new spaces and improving the existing spaces. A locality will not be able to meet the First 5 Quality Criteria without committing significantly more funds than the First 5 CCFC is offering toward the cost of new and improved preschool spaces.

**27. Please clarify First 5 Quality Criterion #13: To what extent is a Preschool Demonstration Project required to coordinate wraparound options (e.g. parental / informal / exempt care)? Is a Preschool Demonstration Project required to pay for, organize or monitor any of these options?**

A: Preschool Demonstration Projects are not required to pay for wraparound care, but do need to coordinate services so that the needs of families are addressed. The extent of connections to wraparound services is likely to vary depending on expressed needs of families. Parent fees are likely to fund this portion of the program. Referencing the prompts for Criterion #13 (RFA page 28):

- “Describe assessment of need for wrap-around child care and other family supports.
- Describe strategies to provide connections to full day, full year childcare services and other family supports when needed. Describe and provide assurances that a variety of public and private funding mechanisms will be available, including a description of fees if applicable, to support wrap-around childcare.”

**28. How will accreditation of center-based programs under NAEYC or family childcare homes through NAFCC be considered in the First 5 Quality Criteria?**

A: Although accreditation by NAEYC or NAFCC is not required for programs to participate, it is probable that several of the First 5 Quality Criteria overlap with standards for accreditation. For example, an acceptable score on the Environment Rating Scale (ECERS, FDCRS) can be attained through the accreditation process (RFA Page 21, ‘h’)

**29. Please describe how FCCH providers are included and how the First 5 Quality Criteria are addressed, particularly regarding preschool group size that promotes socialization skills and prepares children for experiences in Kindergarten classrooms. Please clarify what this means, especially regarding group size (RFA page 26).**

A: Quality Criterion #10 (page 47) addresses the inclusion of Family Child Care Homes in development of a diverse provider system. Participants need to be a large FCCH with three- and four- year-olds, or a small FCCH that is part of a network / connected providers. The First 5 Preschool Demonstration Project application needs to explain the strategies used to promote peer socialization skills and to prepare children for experiences in Kindergarten classes (20 children: 1 teacher).

**30. Is there an expectation/requirement from First 5 CCFC that the Preschool Demonstration Projects will be the ones for which we have been creating plans?**

A: It is an expectation, but not a requirement.

**31. Is the anticipated model one in which the entire private preschool would have to participate with 100 percent free, publicly funded spaces, or can we consider a model in which we are expanding a portion of the spaces with publicly funded dollars while some are supported by private pay?**

A: The preschools included in the Preschool Demonstration Project need to be free and voluntary (100%) during the three-hour preschool program. The intent is to move whole organizations into Preschool Demonstration Projects when they are ready. Prior to that readiness 'step' of becoming part of the First 5 Preschool Demonstration Project (i.e., receive First 5 CCFC funds), the mix would work.

### **Preschool Spaces and Target Population**

**32. What is the timeframe for defining a 'new' space? If school districts or other funders have made a commitment to invest in new spaces in late 2004, and the spaces do not open up until the spring of 2005, can the County Commission still request up to \$1200 toward these new spaces? The issue is that some counties thought they needed to get the financial investment commitment for this year in order to meet First 5 CCFC Quality Criteria for Preschool Demonstration Project applications that previously were scheduled to be due in January 2005. Now that the timeframe for turning in the applications has been extended, will these hard-won investments still count as 'new' for purposes of the Preschool Demonstration Project applications?**

A: Given that the Preschool Demonstration Project Planning Projects began in 2004, we would consider any 'newly publicly funded' preschool spaces created after July 2004 to be eligible for the 'new preschool spaces' level of First 5 CCFC funding. As defined above, "new preschool spaces" are spaces in diverse provider systems not receiving federal or state subsidies for preschool hours. The time period for these spaces will be July 2004 – November 2010. Otherwise, Preschool Demonstration Project spaces are reimbursable back to November 2005.

**33. If an existing preschool program is funded exclusively by First 5 CCFC funds, would the preschool spaces be considered new or improved?**

A: If the preschool space was created after July 1, 2004, and is funded exclusively by First 5 CCFC funds, it would be considered a "new preschool space", as defined above, for the purposes of First 5 CCFC reimbursement for a Preschool Demonstration Project.

**34. Is the goal to serve 1000 four year-olds in the first year of the Preschool Demonstration Project, or is the goal to ramp up to 1000 four year-olds over the five years of the Preschool Demonstration Project?**

A: The goal is to provide access to high quality, voluntary preschool programs to all four year-olds in school district(s) with at least 1000 four year-olds or city or countywide systems with as close to 1000 four year-olds as possible. Given that

Preschool Demonstration Projects will work to expand both new and improved preschool spaces, the number of four year-olds served will increase over the five-year project. Although 1000 four year-olds may not at first be served, a significant number of four year-olds need to be receiving Preschool Demonstration Project services during the first year for the purposes of a meaningful evaluation. Appropriate outreach to parents living in the designated Preschool Demonstration Project system is required throughout the Preschool Demonstration Project.

**35. Will three year-olds be included in the sample size of a Preschool Demonstration Project?**

A: If three year-olds are being served in a preschool program that is administered by selected Preschool Demonstration Project providers, they could be included in the Preschool Demonstration Project sample. First 5 CCFC anticipates that a longitudinal study of these younger children would reflect the benefits of having two years of free, high quality preschool prior to Kindergarten entry. It will be important for the Preschool Demonstration Project to ensure that a significant number of four year-olds (as close to 1000 as possible) living in the Preschool Demonstration Project system are also being served by Preschool Demonstration Project providers. The system must provide universal access to preschool for all four year-olds whose families choose to participate.

**36. Does “universal” imply that the a Preschool Demonstration Project is responsible for improving quality and capacity in programs that are not Preschool Demonstration Project sites in order to impact ALL the four year-olds in a designated area? For example if a Preschool Demonstration Project plans to serve 70 percent (or so) of the four year-olds in a given area, are they required to work with child care programs that will not receive Preschool Demonstration Project funds in order to reach some of the remaining four year-olds?**

A: The term “universal” is used to label Preschool Demonstration Projects as being a system at the district(s), city or county level that makes available quality preschool programs in diverse settings to all four year-olds living in the Preschool Demonstration Project catchment area (district(s), city or county) whose families chose to participate. Please note that some districts in California have 80 percent or higher participation in preschool programs. In order to ensure universal access and to achieve a diverse provider pool, available resources need to be used to support the inclusion and development of willing Preschool Demonstration Project providers that do not yet meet First 5 Quality Criteria. It is reasonable to expect that not all preschool providers and parents will be interested in participating since Preschool Demonstration Projects are voluntary for both families and for ECE providers.

**37. We developed our plan based upon a 70 percent take up rate. However, as I understand now, we need to meet at least the current community take-up rate. With the timeline reduced from seven to five years, moving toward a smaller number of children is appealing. Can we use the preschool attendance rates for the district as reported by the United States Census as our community rate for the purposes of this application?**

A: Using United States Census data to determine the current usage of preschool as a yardstick would not work because that would just be maintaining the status quo. In other words, there would be no new spaces. One of the First 5 CCFC goals is to support approximately 10,000 new spaces and 20,000 improved spaces (RFA page 8 and Quality Criterion #11). In addition, the current usage would not be a measure of how many parents would use preschool if it were free. As provided in the technical assistance for Preschool Demonstration Projects, 70 percent, if used by a county, is to be the floor and not the ceiling for the number of children to be served in a Preschool Demonstration Project.

If you have recently completed a community survey of parent demand for free, high quality preschool, you would use that percentage as your basis. It is important to determine the difference in quality preschool programs currently available in the community and the parent demand for preschool. 70 percent has been cited throughout the media and research, and reflects the parent demand for preschool in the states of Georgia and Oklahoma. A statewide poll in 2004 of parents in California, however, found that:

“Fully 83% of parents of children age four and under say that they would enroll their child if free, voluntary preschool for four-year-olds were available ... “

<http://www.ccfc.ca.gov/PDF/Research/First5-finalpeterhartsurveyresults.pdf>

**38. Underserved and High Priority Communities: How can we mix achievement levels and have Preschool Demonstration Projects located in underserved/low API communities?**

A: The goal is to have a mix of student achievement levels in the system (i.e., district(s), city, county) of the Preschool Demonstration Project over time. It is important to begin in areas with underserved and high priority communities, then to add other school communities with higher APIs. The goal is to make Preschool Demonstration Projects available to all four year-olds, regardless of educational or income status, within an area that includes a significant portion of low API schools and underserved communities.

Bullet ‘e’ on page 20 of the RFA references the following footnote: “The Geographic Information System (GIS) on the CCFC website ([www.ccfc.ca.gov](http://www.ccfc.ca.gov)) identifies School Readiness communities and the California Child Care Resource & Referral Network’s website ([www.rnetwork.org](http://www.rnetwork.org)), under ‘Our Research’ identifies areas of low supply of licensed child care through supply maps.”

**39. Are we using the current low API scores, or those that were in place when the School Readiness zones were selected? Should elementary or high school API scored be used when selecting catchment areas?**

A: Please use the current API scores of elementary schools that serve as “feeder schools” for incoming Kindergarten children from the surrounding community. Current reports can be found on the CDE website:

<http://www.cde.ca.gov/ta/ac/ap/index.asp>

**40. If we choose to apply for a “countywide” Preschool Demonstration Project, does each of the Preschool Demonstration Project sites need to be connected to a low API school or SR site?**

A: No, but the Preschool Demonstration Project programs need to start first in the low API school communities and SR Program communities, and then add other, higher API school communities.

**41. Could a Preschool Demonstration Project provide preschool programs to a subset of the school district(s), city or countywide system? For example, could the Preschool Demonstration Project serve only the high-priority school attendance areas?**

A: No. All four year-olds in the school district(s), city or county level ‘system’ need to have access to preschool programs that meet the First 5 Preschool Demonstration Project Quality Criteria. However, the roll-out scheduled needs to start in high-priority (API 1-5) school communities before adding services in higher API school communities.

**42. May Preschool Demonstration Projects include children who are five years old, but are not attending Kindergarten because they are not yet eligible since their birth date is after December 2?**

A: Yes.

## **Teacher Qualifications and Workforce Development**

**43. RFA page 23, 6.a: Teaching Staff Criteria.**

- **Final bullet under 6.a: How is P-Form 5 (Projected Number of Preschool Spaces at Three Quality Levels: 2005-10) to be used to identify teachers salary benefits schedule?**

A: Thank you for identifying this typo. P-Form 4 (First 5 County Reimbursement Rates - Current and Future - for Preschool Spaces) should be used to identify the reimbursement rate to be provided by the County Commission to new and improved publicly funded preschool spaces at each of the three quality levels. The completion of P-Form 5 (number, location and quality level of preschool spaces over the five-year project) is used to complete P-Form 6, which calculates the proposed First 5 CCFC reimbursement each fiscal year and total for the Preschool Demonstration Project.

- **What are “appropriate” ECE credits for Assistant Teachers?**

A: Although these credits were not defined, the Quality/Reimbursement Reference Chart (page 33) recommends that at First 5 Quality Level, an Assistant Teacher have an Associate’s Degree and “appropriate ECE credits”, with a recommendation of 24 units. It would be reasonable to expect these units to include the “core” ECE units, as defined in the Child Development Permit Matrix: <http://www.childdevelopment.org/images/matrix.pdf> Currently, these “core” units include a course in each of the following: child/human growth and development; child/family/community or child and family relations; and programs/curriculum. One must have a minimum of three semester units or four quarter units in the core areas of child/human growth & development and child/family/community.

- **Are there requirements for the administrators / site supervisors of the non-publicly funded Preschool Demonstration Project programs even if they are not in the classrooms with children?**

A: Title 5 requirements, at a minimum, are required of administrators and site supervisors in all Preschool Demonstration Project programs. Title 5 requirements for these positions, which can be accessed at [www.calregs.com](http://www.calregs.com), are:

Site Supervisor

- Education: AA degree (or 60 units) with 24 ECE/CD units (including core) + 6 units administration + 2 units adult supervision
- Experience: 350 days of 3+ hours per day within 4 years, including at least 100 days of supervising adults
- 5 Year Renewal: 105 hours of professional growth
- Alternative Qualifications: BA degree or higher with 12 units of ECE + 3 units supervised field experience in ECE setting, Teaching or Administrative credential with 12 units of ECE + 3 units supervised field experience in ECE setting or CTC-approved training
- Authorization: May supervise single site program, provide instruction, and serve as coordinator of curriculum and staff development

Program Director

- Education: BA degree with 24 ECE/CD units (including core) + 6 units administration + 2 units adult supervision
- Experience: Site Supervisor status and one program year of site supervisor experience
- 5 Year Renewal: 105 hours of professional growth
- Alternative Qualifications: Teaching or Administrative credential with 12 units of ECE + 6 units administration + 3 units supervised field experience in ECE setting or CTC-approved training
- Authorization: May supervise multiple program, provide instruction, and serve as coordinator of curriculum and staff development

**44. First 5 Quality Criterion #6, in addition to the Quality/Reimbursement Reference Chart (RFA page 33), requires significant educational attainment for Assistant Teachers at the Quality level. First 5 San Francisco anticipates requiring dual language capacity in their Preschool Demonstration Project classrooms, a strategy that is consistent with promising practices in the field. This education requirement of Assistant Teachers may pose a burden to classrooms that otherwise qualify for First 5 CCFC Quality Criteria reimbursement.**

A: First 5 CCFC commends the goal of dual language capacity in preschool classrooms. In light of this, First 5 CCFC does acknowledge the first asterisk on page 33 of the RFA:

“First 5 CCFC will consider quality levels developed by First 5 County Commissions that closely approximate the quality levels described.”

One reasoning for the education requirement of Assistant Teachers is to encourage their professional growth in becoming the experienced professionals to replace Master Teachers when they retire or leave the system, or to become qualified Master Teachers and expand preschool capacity in other quality Preschool Demonstration Project programs.

**45. Given that Title 5 is entry-level criteria, are we to assume that the Child Development Permit Matrix (either currently in possession of or with an application pending) is a requirement for Preschool Demonstration Project classroom teachers?**

A: Title 5 and Title 22 regulations are required at entry-level of participating Preschool Demonstration Project providers (page 7). Teacher qualifications for the purposes of Preschool Demonstration Projects are defined in First 5 Quality Criterion #6 (page 45), and more specifically in the Quality Reimbursement/Reference Chart (page 33). First 5 CCFC would prefer, that at entry, classroom teachers are either in possession of or have an application pending for a Child Development Permit as required by Title 5. To allow for some flexibility, however, County Commissions that have an alternative requirement for entry-level Preschool Demonstration Project providers, should provide an explanation as requested in the RFA: "First 5 CCFC will consider quality levels developed by First 5 County Commissions that closely approximate the quality levels described." (RFA page 33)

The ultimate goal of First 5 Preschool Demonstration Projects, as set forth in Quality Criterion #6, is to have Preschool Demonstration Project classrooms taught by a Master teacher with a Bachelor's degree with 24 units in early childhood education and an appropriate credential, when available, and an Assistant teacher with an Associate's degree and appropriate units in early childhood education. Assistant teachers are in turn encouraged to move along the education continuum toward a Bachelor's degree with 24 units in early childhood education and an appropriate credential, when available.

**46. Describe how preschool teaching staff members are compensated according to their educational qualifications. State Preschool Program Title 5 standards and rates in the area are used as a minimum. Is this an average of the Title 5 rate in the area? (RFA page 23)**

A: Please use an average of Title 5 rates that are used in the area. Please let us know in your Preschool Demonstration Project application what methodology was used to determine rates to be used.

**47. What are the expectations of First 5 CCFC regarding achievement of salary and benefit parity with K-12?**

- In San Mateo County, salary parity may be achievable, but we are concerned about benefit parity. Finding an equivalent to CalPERS / STRS and the large benefit purchasing power of the public system may not be feasible unless we only target Preschool Demonstration Projects to the public school system. Private programs will be hard pressed to meet parity in benefits.
- First 5 San Francisco has concerns about reaching salary parity with district-level wages within the grant period. Would it be possible to work towards salary parity through a percentage increase each year?
- Several County Commissions/school districts are considering the option of providing bonuses to teachers who have BA degrees and other Preschool Demonstration Project requirements that would increase their compensation to be roughly equivalent to the salaries of Kindergarten teachers as an alternative to raising their salaries. From the standpoint of the First 5 CCFC Preschool Demonstration Project, is this okay?



- A: Costing estimates for quality preschool spaces use salaries and benefits levels of Kindergarten teachers. This is the goal for which a Preschool Demonstration Project will need to demonstrate various strategies. Furthermore, at this time we are working for parity in compensation that could be provided as bonuses that are linked to increased education levels. Hopefully, in the future “parity in compensation” would mean parity in salary and benefits with Kindergarten teachers who have comparable qualifications.

**48. What is the balance between compensating Preschool Demonstration Project teachers and encouraging professional development?**

- A: Both compensation and professional development are important in developing a high quality Preschool Demonstration Project provider system. This balance will vary among counties, depending on the number of providers currently at each level of quality. The availability of professional development opportunities will as well vary within a county. Matching community needs with local resources, in addition to directing efforts toward alleviating gaps in services, will be a responsibility of Preschool Demonstration Projects. Furthermore, these two goals are linked: With increased compensation or a guarantee thereof, Preschool Demonstration Project providers have increased motivation and additional resources to participate in professional development activities.

**49. What is the link between Preschool Demonstration Projects and CARES Programs?**

- A: A description of the proposed Preschool Demonstration Projects’ coordination with CARES and related efforts is requested under “Guidance for Describing Operational Plan for Preschool Demonstration Project Criteria” on page 24 of the RFA, Criterion #7, bullet ‘e’. Counties that participate in Preschool Demonstration Project Planning and Demonstration Projects need to coordinate the efforts of Preschool Demonstration Projects and CARES. The Degree Track in CARES is required for Preschool Demonstration Project Planning and Demonstration Counties that choose to participate in CARES. This Track is separate from the Permit Track. Preschool Demonstration Project Planning Counties with a separate system, besides or in addition to CARES, for raising the educational standards of Preschool Demonstration Project participants must demonstrate how the programs will link and collaborate.

Generally, CARES and other workforce development systems will fund activities to raise the education qualifications of Preschool Demonstration Project participants. The First 5 CCFC contribution provides funding for preschool spaces based on level of staff qualifications, but is not intended to serve the role of CARES-type programs. The CARES RFF can be accessed via the CCFC website:

<http://www.ccfc.ca.gov/rfp.htm>

## **Environment Rating Scales**

**50. What is considered a score of '5' on ECERS to meet First 5 Quality Criterion #2 on page 42 of the RFA? Is it the average of the subscales, the minimum score allowed for each subscale, or some other method of scoring?**

A: A program must have scores of '5' (out of a possible '7') on each of the seven subscales, as defined in the book: Early Childhood Environment Rating Scale Revised Edition, Updated (ECERS-R); Harms, Clifford, & Cryer; 2004. The seven subscales are: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, and Parents and Staff.

As stated on page 21 of the RFA:

"Entry-level Quality Criteria require providers to achieve a score of '5' or better on the Early Childhood Environment Rating Scale (ECERS) or Family Day Care Rating Scale (FDCRS) within the time period for which First 5 CCFC reimbursement funding is first requested (e.g., 6 or 12 months). A score may be determined by one of the following:

- CDE-CDD reviewer within last four years, or
- Coordinated Compliance Review (CCR) or
- Externally validated scorer (e.g., for NAEYC accreditation or Head Start)."

**51. For the ECERS score, what is the Coordinated Compliance Review? Does CDE conduct this, or is this the self-assessment (Page 21, bullet 'h')?**

A: The Coordinated Compliance Review (CCR) is part of the Desired Results System. An "Agency Coordinated Compliance/Contract Monitoring Review (CCR/CMR) Summary of Findings" must be submitted annually to CDE for each contract that an agency monitors. Compliance/noncompliance pertains to all aspects of Desired Results: Environment Rating Scale, Parent Surveys and Developmental Profiles. Site visits are conducted once every four years. Additional information and downloadable forms are available at the CDE website:

<http://www.cde.ca.gov/ta/cr/cc/index.asp>

For the purposes of an acceptable ECERS/FDCRS score, an externally validated reviewer, such as a CDE reviewer within the past four years, must determine the score. Annual self-assessments that do not include an externally validated reviewer would not qualify.

**52. If an entry-level score is '5', is there an advancing or full Preschool Demonstration Project level score anticipated? Five is a difficult score to reach, even for high quality providers.**

A: There is not an advancing or full level ERS score to achieve. A score of '5' (or higher) on all subscales of the appropriate ERS is required for Preschool Demonstration Project providers within the timeframe for which First 5 CCFC reimbursement funding is first requested. This score must be maintained throughout the duration of the project.

**53. Regarding the qualification of ERS reviewers (RFA page 20):**

- **Do site reviewers trained by UCLA's Center for the Improvement of Child Care Quality meet externally validated scorer criteria as defined by First 5 CCFC Preschool Demonstration Project Quality Criteria?**
- **If CARES Mentors are trained by Thelma Harms, would they be qualified to assist in validating ECERS scores in our programs?**

A: This would depend on who has externally validated the ERS reviewers. Training by Thelma Harms, the researcher who developed the environment rating scales, is valued. We will work with each county in developing an implementation plan.

**54. There is concern that an externally validated ERS reviewer will determine a score not equal to a score reached by a CDE/CDD reviewer. Furthermore, there is concern that a CDE/CDD review does not incorporate all subscales of the ERS.**

A: CDE/CDD reviewers are qualified to determine accurate ERS scores of early childhood programs. In addition, according to the "Session V – Environment Rating Scales - Trainer's Guide", as provided by Sonoma State University, who provides training and technical assistance for implementation of Desired Results:

"Notify participants that there are two discrepancies between the California Department of Education, Child Development Division Guidelines and the ECERS. These discrepancies are:

- 1) Under **subscale 11. Nap/Rest, Item 5.3** All cots or mats are at least three feet apart or separated by a solid barrier. CDD requires that there is a safe walkway space between cots or mats.
- 2) Under **subscale 13. Health Practices, Item 3.4** TB tests for staff at least every 2 years. CDD allows the decision on the frequency of TB tests of staff to be decided locally."

<http://www.sonoma.edu/cihs/desiredresults/training/docs/TG2DERS.pdf> (page 13)

First 5 CCFC is aware of only these minor discrepancies between CDE/CDD Guidelines and ECERS. If it is determined that additional discrepancies of significance exist, a research-based conversation will be needed.

**Special Needs****55. What percentage of children does First 5 CCFC think would meet the First 5 Special Needs Project definition? In other words, if the ten percent required by Head Start is not sufficient as a target for inclusion, what should programs ideally be aiming for?**

A: It is important for the number of children with disabilities and other special needs to be served to be consistent with federal regulations, such as Head Start, as stated on page 22 of the RFA (bullet 'b'). Most First 5 CCFC Special Needs Project Demonstration Sites expect to serve a larger number of children (more than ten percent) who are at-risk or who do not otherwise qualify under a legally recognized disability category (e.g., behavior, mental health). It is reasonable to predict that capturing the accurate number of children with "other special needs" will be more difficult, yet accounted for when such information on children served is available. Children who have or who are in the process of developing an IEP or IPP should certainly be documented. The use of the SNP Evaluation Module

adopted for Preschool Demonstration Projects, when available, would assist in this data collection.

**56. Define the term “neverstreaming” in Quality Criterion #4 on page 44.**

A: Neverstreaming serves at-risk children by striking a balance between special help based on entry and exit criteria with early success, prevention and intervention. With respect to early childhood education, neverstreaming involves responsive intervention, where appropriate modifications are made and supports are connected to families.

“Neverstreaming” is a strategy developed by the Elk Grove Unified School District in Sacramento County, primarily for school age populations. According to the 1995-1996 Sacramento County Grand Jury Final Report:

“Neverstreaming” emphasizes for educators the need to keep the advantages of mainstreaming without labeling. It was designed and created by the teachers, administrators and counselors. The State Department of Education authorized the experiment in 1994. Neverstreaming provides special services from the first signs of academic trouble. Neverstreaming could mean one teacher teaching reading to one student. Other innovations are: an accelerated learning program called “Jetstreaming,” to address each student’s learning style; “Regionalization” to address the multiple-problem family; and dynamic interaction with county social agencies. Academic test scores have improved throughout the District, classification of students as “special education problems” is less frequent, and teachers possess more flexibility. Most importantly, students show more interest in their studies, teachers’ esprit d’corps improves, and parents are more involved.”

Neverstreaming is described as:

- Providing a way of delivering services at the earliest signs of problems
- Enhancing a student’s learning experiences
- Intensifying support services
- Surrounding students with accelerating learning opportunities within the mainstream of general education.

## **Completing Application and Forms**

**57. What would project site visits entail, as mentioned under “Review Process” on page 12 of the RFA?**

A: The purpose of the site visit would be to verify the fiscal and policy commitments, and to gain a basic understanding of the communities, families and providers in the Preschool Demonstration Project system. It is reasonable to expect that providers have not yet been selected when Preschool Demonstration Projects are awarded. The review team would ask to visit an example of a preschool program in the identified system (e.g., district(s), city or county) and to meet with liaisons from the affected school district(s). Furthermore, if a County Commission anticipates the use of an intermediary, it would be appropriate for representatives from that agency to meet with First 5 CCFC staff. Additionally, if partnerships with other agencies committed to Preschool Demonstration Project activities (e.g., ERS reviewers, parent outreach, workforce development) are established, involving representatives in the site visit would be welcomed.

**58. Beginning on page 18, is a narrative required for Program Criteria that do not have specific points listed beneath (e.g. Criteria #1, #2, and #4)?**

A: The prompts provided for First 5 Quality Criteria #1-3 and #4-5 were combined because of natural connections and some overlap. By responding to the prompts comprehensively, all required First 5 Quality Criteria are being addressed.

**59. Quality/Reimbursement Reference Chart (page 33):**

**If a Preschool Demonstration Project program has mixed staffing levels in a classroom (e.g., Entry-Level Master Teacher with an Advancing-Level Assistant Teacher), what level of funding applies? Teaching staff will come with a great variety of educational attainment levels. How do we choose which reimbursement rates to use?**

A: Thank you for identifying this oversight in description of the Quality/Reimbursement Reference Chart. As described on P-Form 4 (page 38):  
 “First 5 County Reimbursement Rates (Current and Future) for Preschool Spaces”:

“... each of the three quality levels (defined by First 5 Quality Criteria #1-5 and the educational attainment of both the Master and Assistant preschool classroom teachers)...”

To ensure alignment with P-Form 4, First 5 CCFC reimbursement funding depends on both the Master and Assistant Preschool Demonstration Project classroom teachers. If either teacher only meets entry-level criteria, then the entry-level reimbursement amount is to be used for that program until both teachers achieve the next quality level.

**60. In general, the information requested of the P-Forms is guesswork. Is it possible for these forms to instead be provided retrospectively?**

A: First 5 CCFC acknowledges the estimates that the P-forms require. It will be important for applications to be reviewed and funding to be allocated with numbers that best reflect the planning process undertaken in each county. These forms (or variations thereof) will serve as reporting forms throughout the Preschool Demonstration Project in order to record the number of children served, including children with special needs and who are English Learners, in addition to monitoring expenditures and a project's ramp up to First 5 Quality Criteria.

**61. P-Form 1: “Need for New and Improved Spaces in the Target Area”**

**Are there suggested sources of data for determining the number of children with special needs or who are English Learners currently being served in private, non-publicly funded programs throughout a community? Publicly funded programs are required to keep this kind of information; however, private center-based and family child care homes do not routinely keep this information, nor is there a regular data collection source on those programs. What suggestions can you provide for obtaining these data?**

A: As part of the planning process for Preschool Demonstration Projects, assessments would include information about private providers to ensure a diverse provider system. Estimates of current numbers of children with special needs or who are EL are requested in P-Form 1. Preschool Demonstration

Projects will be required to report updated numbers annually to receive First 5 CCFC reimbursement funding.

**62. P-Forms 5 and 6: The estimate of the number of spaces at each level and therefore, the estimated costs and budget are predicated upon conjecture. How will we know which level various programs will fall into before we are able to know these programs and their staff's education levels?**

A: First 5 CCFC acknowledges that the P-forms involve estimates that will later be more accurately captured in the reporting forms. The determination of how many Preschool Demonstration Projects First 5 CCFC will be able to provide financial contribution to depends on the best available information that is presented in these forms. Use information gathered from the Preschool Demonstration Project planning process, as well as data previously collected from the target Preschool Demonstration Project system's involvement in other First 5 initiatives, such as School Readiness and CARES, if applicable.

Marcy Whitebook, Ph.D., Center for the Study of Child Care, Institute of Industrial Relations, at UC Berkeley, is preparing California's first statewide workforce study. The data will be available in spring 2006, and will include demographics, education, training, tenure, turnover, and wages at the statewide and regional levels. Some counties selected to buy-into the survey to obtain county-specific reports. This study will be of significance in future Preschool Demonstration Project planning. Additional information about the study is available from the Resource and Referral Network's website:

[http://www.rrnetwork.org/rrnet/our\\_research/1046998197.php](http://www.rrnetwork.org/rrnet/our_research/1046998197.php)

**63. Since we will not know in advance the ECERS / FDCRS scores of various providers in the community, we will encounter some difficulty determining the number of programs that are likely or able to participate in the Preschool Demonstration Project at various levels. Will there be future opportunities to adjust these numbers as we become more informed about our own local applicant pool?**

A: Future opportunities will be available to adjust the reported number of programs that meet the First 5 Quality Criteria for ECERS / FDCRS.

**64. Are attachments other than MOUs, letters of support, and the required forms allowed in order to provide clarifying information about the proposed activities (e.g., our local Scope of Work or local quality standards)?**

A: If additional documentation is necessary to communicate the strategies by which the proposed Preschool Demonstration Project can substantially meet the First 5 Quality Criteria, please include these attachments. In the interest of time to be spent by reviewers of Preschool Demonstration Project application, it may be more appropriate to summarize these additional documents into shorter attachments to include with the application. When appropriate, the narrative must reference MOUs and/or IAs when information pertinent to specific Quality Criteria is addressed. Please see Attachment E of the RFA.